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ABSTRACT

The purpose of this subproject is to guide students to meet and interact with individuals from the many subcultures in a community (see ED 055 011). This progress report of the second year's activities includes information on the process of curriculum development, the materials developed, evaluation, roles of supporting agencies, behavioral modification of teachers in the classroom, and budget. Initial planning covered 1) theoretical aspects of curriculum development, 2) disciplines associated with the study of identity, 3) value concepts and their place in social studies instruction, 4) a definition of identity and seven major concepts relevant to identity, and 5) the skills appropriate to the year level of students. Materials developed thus far include two of the five planned manuals on the study of senior citizens and ethnic groups and a student resource book containing two simulation games, filmstrips, tapes, identity charts, maps, etc. (JMB)

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A PROCESS REPORT OF THE BRUNSKILL SUBPROJECT

IDENTITY IN A CANADIAN URBAN COMMUNITY

SP005088

A Report Submitted to Project Canada West by

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Brunskill School, Saskatoon, June 1972

Western Curriculum Project on Canada Studies

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1970-71

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"We intend to explore a new role for teachers . . . as the teacher-curriculum developer. To this end the success of material produced will reflect the feasibility of such a role. We believe that a partial answer to the students' plea for relevance in education lies with the classroom teachers perceiving a problem, gaining assistance from academic personnel in planning, organizing, and developing material pertinent to the problem, and creating useful material and teaching strategies for exploring the problem."

Ralph Sabey, "Project Canada West,"
Education Canada, 11: 2, June, 1971
pp. 20-23

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CHAPTER I

THE PROCESS OF CURRICULUM DEVELOPMENT

A. Initiation of the Brunskill Subproject

The Brunskill subproject came into existence after the acceptance of that team's initial proposal by the Project Canada West Board of Trustees and executive director.

The team was initially composed of the principal of Brunskill School, acting as leader, the vice-principal, and one classroom teacher. The original team members were concerned about the apparent alienation of some students from certain segments of the community. They had asked themselves, "Do our students contact senior citizens? members of other ethnic groups? the poor?" They felt that students should have the opportunity to meet and to interact with individuals from the many subcultures in the community. However, the members of the team were reluctant to use the theme, alienation, as it appeared too negative for elementary school children. A more positive approach was essential. They selected as their topic for research, "Identity in a Canadian Urban Community."

Using this theme, the original proposal was drafted and submitted to the Proposal Subcommittee of the Canada Studies Project (Western Group) before January 30, 1970. Following modifications made as a result of consultation with a representative of the Proposal Subcommittee, a second revised proposal was submitted before February 28, 1970. The acceptance of the latter proposal in April of that year enabled the Brunskill curriculum development personnel to formally organize as an official subproject team.

Once the modified proposal was accepted it was necessary to develop a more comprehensive copy of the first submission for presentation at the June

meeting in Edmonton.

In May 1970 a meeting was held with the executive director of P.C.W., the Saskatchewan Teachers' Federation representative, administrative personnel, School Board members, and representatives from the University of Saskatchewan. The Saskatchewan Teachers' Federation, the University, and the School Board expressed interest in, and offered support for, the subproject.

At this point the team leader learned that his application for educational leave was approved. He requested that the vice-principal of the school assume the role of team leader.

During the early stages of development team members did not receive release[1] time. The team met as a unit during the noon break to draft the original submissions. During the first two weeks of June, the designated team leader received released time to formulate the submission for the Edmonton meeting in June.

In the meantime the principal made a formal presentation of the team's proposal to the Saskatoon School Board. A commitment to support the work of the subproject was made by the Board.

The team members attended the Edmonton Conference, June 18 to 21. At this conference the subproject personnel met for the first time with the Board of Trustees of Project Canada West. Two factors contributed to a feeling of inadequacy by team members. Only one member had drafted the final submission and the team lacked experience in curriculum development. Subproject submissions were examined both by the Board and other P.C.W. team members.

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[1]Release time is time given to free a teacher-researcher from the classroom during the regular school day to work on curriculum development.

During this initial stage of curriculum development, the team was encouraged and advised by representatives from the Saskatchewan Teachers' Federation and from the College of Education, University of Saskatchewan.

B. The Development of the Theoretical Base

During the second stage the personnel of the Brunskill subproject endeavoured to develop an appropriate theoretical base for the study.

The designated team leader proposed dual leadership for the subproject. The classroom teacher involved in the initiation of the study became a co-leader. Two other classroom teachers joined the group as experimental users. In October, 1970, three education students from the University of Saskatchewan were added to the team. The subproject members worked in close co-operation with consultants from the College of Education and the Saskatchewan Teachers' Federation.

During the Edmonton meeting, June 18 to 21, 1971, Dr. T. Aoki gave an address to the Project personnel titled, "A Curriculum and Instructional Design." It was stated at this conference that the use of the Aoki-Johnson model was not compulsory but was one example of a way to approach curriculum development utilizing a model. The team leaders of the Brunskill subproject decided to employ the Aoki-Johnson model for the development of curriculum materials.

Considerable time was spent in research during this stage of development. The following areas in particular were carefully examined and an interim report for October, 1970, was produced:

1. Theoretical aspects of curriculum development

This research involved the close scrutiny of the following:

(a) models for curriculum development

(b) criteria for selection of intended learning outcomes

(c) criteria for organization of intended learning outcomes

(d) evaluation of curriculum materials and of program.

2. The disciplines associated with the study of identity

Sociology, social psychology, political science, economics, history, geography, and anthropology were selected as appropriate for the study. Concepts from each of these disciplines appeared to apply to the identity theme. A chart and an explanation which indicated the definition of the discipline, the concepts basic to the discipline, and the relevance of these concepts to identity were developed.

3. Value concepts and their place in social studies instruction

The team was concerned about the development of value concepts in the classroom. Research was undertaken in this area. In the October submission five major value concepts were outlined and defended. The concepts were derived from Canadian history, from her political history, and from the social sciences.

4. A definition of identity and seven major concepts relevant to identity

The researchers also developed a definition of identity. They then produced an explanation and chart of the seven main concepts that applied to identity. The social sciences were used as a base for this research.

5. Skills appropriate to the year[1] level of students

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[1] In the province of Saskatchewan the program of continuous progress identifies children according to the number of years they have been in school, rather than by grade levels. Throughout this submission when reference is made to Years Four to Eight, the children are between the ages of nine and fourteen.

6. Recognized techniques to be used in interviewing, visiting a museum, etc.

New duties were assumed by the team leaders when they agreed to work with two university students and their professor as a part of a university class, Canadian Studies Education (Edcur 489, 889). The content of the class was centered around social studies curriculum development as pursued by the three Saskatoon subprojects.

The role of the team leaders working with the university students was to provide guidance and leadership in the areas of curriculum development.

Both the experimental users and the university students became acquainted with the study, reviewed the submissions of the subproject, and made suggestions for modifications. The two university students were employed as researchers, who frequently located materials suitable for the subproject.

During this period of development the team leaders received some release time to work on the subprojects. The leaders agreed on the areas each individual would research. A written report on each area was devised and entered in the October submission. Researchers were not released from classroom duties at the same time which made it difficult to work together. They met either before school in the morning or at noon; but these meetings were rushed and frequently interrupted as the vice-principal had supervision duties. Much of the work was done at home.

Communication between the team leaders suffered. At public meetings they would not present a united front which frequently proved embarrassing. This was largely the result of the fact that they had only a superficial knowledge of what the other leader was attempting to do.

The consultant from the College of Education played a major role in the development of the subproject at this time. He aided the team in developing

the theoretical framework by encouraging them to seek advice, and by acting as a resource person in curriculum development. His personal library was put at the team's disposal and he recommended books available at the College of Education Library.

The Saskatchewan Teachers' Federation professional development consultant provided liaison, coordinating the activities of the three Saskatoon subprojects.

The University of Saskatchewan Ph.D. student attended each weekly meeting and became thoroughly familiar with the subproject. He acted as an advisor in curriculum development and aided team members in getting resource materials. He was closely associated with major decision-making at the school level.

C. Integrating Theory with Practice

During the third stage of development the subproject personnel endeavoured to develop ways to integrate theory with practice. Because the concepts developed in the theoretical framework were complex, it was essential that the practicality of the study be assessed. An experimental unit of work, integrating the theory with teaching strategies, was developed and assessed in the classrooms. The study was intended for Years Four to Eight inclusive and was used at these levels during the early part of 1971.

The personnel involved in the development of the program at this time included: two team leaders, two classroom teachers, three university students, (one of which was in a Ph.D. program), and two consultants, one from the Saskatchewan Teachers' Federation and one from the College of Education.

Suitable materials for classroom use were now developed. It was at

this stage that the classroom teachers played their most active role. During the early stages of development, before they were used in the classroom, materials were criticized and modified. They were then assessed in the classroom and further modifications were made.

This stage in the development was crucial for the team leaders. All work completed to date was summarized and a written report was prepared for the June submission to Project Canada West.

The following components were developed during this period of time:

1. activities for the Senior Citizen study
2. a description of interviewing techniques
3. a description of techniques for museum visiting
4. a Student Analysis Questionnaire
5. a description of a Fictitious Student
6. an interview format (for teacher use only)
7. a simulation game, "The Wilson Retirement Plan"

The university students taught lessons to Brunskill students, evaluated identity essays, then produced and evaluated a simulation game.

Released time was now made available to team leaders during the same class period of each day. The development of the curriculum materials was more effective and better coordinated with improved communication. The team leaders were able to work for two or more hours (including the noon hour) on the development of materials including the June submission.

The school principal in her role as an administrator provided for release time and took charge of playground supervision at noon hour. The principal would also release a team member from classroom duties so that one of the team could attend a meeting. As the substitute teachers worked only

part time, they left when a better job opportunity was offered. This created a problem of continuity in the classroom. A greater responsibility of coordination was placed upon the principal to ensure that the program for students was of acceptable quality.

The role of team leaders became more diversified during this stage of development. They were involved in making presentations about the subproject and Project Canada West to the Saskatoon Teachers' Association Convention, to the Saskatoon Public School Area Two Principals' meeting, to school staffs in Saskatoon, on an educational television program, to the Canada Studies Foundation in Toronto, to university classes involved in social studies curriculum development, and to the Saskatchewan Council of Social Science Teachers' annual program.

The continued support of the two consultants from the University and the Saskatchewan Teachers' Federation was welcomed. Liaison was provided within the larger framework of Project Canada West and with other Saskatchewan teams. University personnel, in constant contact with the latest developments in curriculum, made information available to members of the subproject. Subject specialists were contacted by the consultant from the College of Education with regard to evaluation of the work completed to date. Meetings were arranged. The special subject consultants acted as "sounding boards" for ideas and materials. Suggested modifications were incorporated in the study.

D. Preparation of Materials for Classroom Use.

The next stage in the development of materials continued from the first week in July to the first week in November, 1971. During July and early August team leaders were enrolled in the same curriculum development

class at the University of Saskatchewan. They were encouraged to submit assignments related to the subproject. The relationship between the subproject and the two sponsoring bodies, Project Canada West and the Canadian Studies Foundation, was examined in some detail. Extensive research was pursued in reference to program evaluation.

During the August conference objectives were summarized for Project Canada West. This summary was later refined by the team leaders.

A handbook for classroom use was developed and experimental users were contacted. A proposal for evaluation of the handbook was presented to them.

During this period the personnel involved with the subproject changed decidedly. The three university students, as well as one of the experimental users, withdrew from the team. The consultant from the Saskatchewan Teachers' Federation was replaced. The team leaders, one classroom teacher, and the consultant from the University of Saskatchewan remained active in the subproject. Four new members from the Brunskill staff, two of whom proposed to do research, joined the team. Four teachers from other Saskatoon schools (two of which acted primarily as experimental users), also became associated with the subproject. Other classroom teachers from Saskatoon, as well as from outside the city, expressed interest in the study but did not become active team members.

A meeting of major significance was held in the fall. Members of the Saskatoon Board of Education, of the administration, representatives from the College of Education, potential experimental users, and the principals from their schools, as well as the subproject team, met to hear an address by Dr. Ralph Sabey. The role of the sponsoring organizations was discussed by

personnel representing each group.

New members of the team and experimental users were introduced to the study. This involved considerable work on the part of team leaders. Teachers introducing the program in their classrooms consulted incidentally with team leaders on numerous occasions.

The team leaders produced a handbook which was published by the Saskatchewan Teachers' Federation. The simulation game, the Student-Analysis Questionnaire, and the description of the Fictitious Student were refined, published, and distributed for student use. Two evaluation check lists, one for teachers and one for students, were developed and copies were given to teachers and students involved in the program.

Five university students were introduced to the subproject. A number of techniques were utilized to involve these students in curriculum development. Arrangements were made to meet with them twice a week, on Monday between 12:30 and 2:00, and on Tuesdays from 3:30 to 5:00.

Weekly meetings were arranged for experimental users. The team met Fridays during the noon break. Audio-visual aids and books were purchased for classroom use. Libraries were searched for appropriate materials. Free and inexpensive materials were ordered. An inventory was made of all materials purchased and audio-visual aids were insured.

Brunskill parents were contacted during the first Home and School meeting of the year. An explanation of the classroom program was made. Potential experimental users from out of town, as well as persons interested in the development of the subproject, were contacted by mail.

A full time teacher was placed in Brunskill School to relieve one team leader and four other team members. Difficulties were experienced from

the outset. The team leader at the school was given half-time. Other members of the staff were not given adequate time to become thoroughly acquainted with the study. Consequently, total involvement was not possible.

One team leader working on a Master's degree at the University of Saskatchewan decided to withdraw from the subproject. His workload had become too onerous. The loss of this member of the team was crucial. The administration of and development of materials for the subproject was left primarily in the hands of the other team leader.

The consultants to the subproject continued to offer encouragement and advice. As they uncovered new sources of information including books, simulation games, and audio-visual materials the team was notified. These consultants continued to provide liaison between the subproject and the other Saskatchewan teams, as well as Project Canada West.

E. Development of Teaching Materials from November to March (1971-72)

The next stage of development was not particularly productive. The remaining team leader became involved in administrative detail, consequently, the production of materials slowed.

The members of the team now included: the remaining team leader, four classroom teachers from Brunskill School, two classroom teachers from the city system, three experimental users, five university students, and consultants from the Saskatchewan Teachers' Federation and the College of Education.

The team leader held weekly meetings with other members of the team, with two groups of university students, and with experimental users. As arrangements could not be made to meet at the same hour, three or more meetings were held weekly.

Research continued in the following areas: curriculum development,

the production of simulation games, techniques to be used in teaching social studies, urban geography, cultural anthropology, evaluation, existentialism and its relevance to identity, and the self-concept theory as it applies to education and social psychology. Two of the classroom teachers in Brunskill School prepared an annotated bibliography of materials on two different ethnic groups.

The search for materials continued. Card catalogues in libraries, catalogues of books and audio-visual supplies, as well as source books describing free materials, were perused. Books and materials were purchased.

The team took advantage of all opportunities to show and discuss the development of the subproject. Upon various occasions they met with reporters from the local paper, educators from the Saskatchewan Teachers' Research Association, students attending university classes, publishers' representatives, teachers visiting the school, teachers attending conventions (including the Northern Alberta Teachers' Association), the Social Science Teachers' Association of Saskatchewan, as well as individuals who expressed an interest in the subproject. Interested persons and members of other subprojects were contacted by mail.

Three university students elected to aid in the development of the Ethnic Study and to evaluate materials in a Year Seven and Eight class. These students met with the team leader for two hours each Monday. Techniques and materials for reviewing the concept of identity and developing a concept of culture were produced and implemented in the classroom. Strategies and materials useful for researching an ethnic group were developed, tested in the classroom, then assessed, and modified. Materials produced included: an Identity Chart, an Identity Construct, the Tom and Agnes Questionnaire, a

Student Evaluation Check List, and a Student Log.

Early in the year, two other university students were extremely hesitant about the role they wished to play in developing materials. They first evaluated the handbook that had recently been published. They then developed a simulation game, Family Mobility, and evaluated its use in a Year Four and a Year Six and Seven classroom. They next outlined behavioral objectives suitable for the Ethnic Study. Using Bloom's Taxonomy[1], these objectives were analysed in terms of their cognitive level. These two students then prepared an annotated bibliography of books and teacher's aids to be used in the study of the Ukrainian ethnic group.

Classroom teachers experimented with the materials and techniques outlined in the Identity and Senior Citizen Handbook. At weekly meetings these activities were discussed and suggestions for new activities were made. Teachers entered in the handbook a formal evaluation of each activity as well as suggestions for new techniques that might be developed. Evaluation techniques for the Identity Essay were refined. Slides and tapes, developed by students, were collected.

During this stage of development the team leader was released half time. Other members of the group found their released time fragmented, as they frequently had only half hour periods. This would, at the best, allow them time to get organized.

F. Reorganization of the Team Structure

It had become fairly obvious that reorganization of the team was

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[1]Benjamin Bloom (ed.), Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, New York, Longman's Green, 1956.

essential. The workload of the team leader had become onerous. Members of the team were not aware of, and not involved in, many aspects of the subproject. Internal communication within the team was at a low ebb.

A series of meetings, some held during the Easter break, were called to rectify this situation. The responsibility for administration of the subproject and the development of materials were shared among team members. Formal newsletters were prepared weekly to provide information to the group.

Further audio-visual aids and supplies were purchased and satisfactory arrangements were made for lending them, as well as for their maintenance. Tapes and slides developed by students were evaluated and reorganized. More copies were made of the better slides. Work was begun on a filmstrip for teacher education. A video-tape describing the structure of the study was prepared for Project Canada West. One of the team members volunteered to become thoroughly familiar with the subproject to replace the team leader during an emergency. This member also took responsibility for administering the finances of the team.

Team members joined or renewed membership in organizations, such as the Educational Research Association and the Saskatchewan Association for Educational Media. Further educational materials including books were purchased. Two members of the team, one sponsored by the Saskatoon Board of Education attended the Newtonbrook Conference on Canadian Identity. Another member attended a conference on evaluation, sponsored jointly by the Saskatchewan Trustees' Research Association and the Saskatchewan Teachers' Research Association. Team members who had attended conferences made oral and written reports to the group.

The team members decided on the contents of the educational package.

A paper on evaluation, as it had been pursued, and future plans for evaluation, was prepared. A copy was sent to Dr. R. Carswell.

A display of materials produced by students was presented in Brunskill School. This was attended by: students not involved in the subproject, teachers and parents from Brunskill, teachers and administrators from the Saskatoon school system, former team members, personnel from the University of Saskatchewan and the Saskatchewan Teachers' Federation, and a representative from the Canada Studies Foundation.

A special effort was made at this time to interest primary teachers both from Brunskill and from other schools in Project Canada West. Materials were obtained from the Powell River subproject. These were primarily intended for display and presentation to the primary teachers attending the conference of the Saskatchewan Social Science Teachers' Association. They were also displayed at the Brunskill program in May and were presented at a school staff meeting. Primary teachers in Brunskill expressed interest in using the materials during the 1972-73 school year. Slides and a tape describing Saskatchewan were sent to Powell River. In exchange, similar materials will be produced by the Powell River team. The subproject contributed to the purchase of an educational package to be used at the primary level.

Plans were made and some materials developed for an item pool. A simulation game, the Identity Auction, is also being developed. These materials are not completed and will not be ready for use in the 1972-73 school year.

A major undertaking at this stage was the development of the Handbook for the Ethnic Study. The team leader, a classroom teacher from another city school, and the five university students, developed materials. As a result of suggestions by experimental users, the format of the Ethnic Study handbook was

modified. Activities outlined in the Ethnic Study had been evaluated in three classrooms. Individuals involved in this evaluation supplied work samples for the appendix. Before the final printing of the second handbook three team members edited the original copy. All team members have been involved in the final revision. The thesis of an ex-team leader was used in developing this process report. One team member and the former co-leader have been involved in editing the report. The final revision will be the responsibility of all team members.

G. Problems Experienced by the Brunskill Subproject Team

One of the problems experienced by the Brunskill subproject was the loss of personnel involved in the study. Members, whose work was critical to the development of the study, were forced to withdraw as a result of change of residence or a heavy work load. New members joining the subproject have required a period of orientation and training. Following the withdrawal of the team leader in November an opportunity was not made available for members of the team to become totally involved until March. These members felt that between six weeks and three months were needed for orientation. A team member should then have had an opportunity to state the level of involvement that he desired. Thus, in the Brunskill subproject, reorganization should probably have taken place in January.

There were two disadvantages when the team leader took too much responsibility. First the work load was onerous. Secondly, other members of the group were denied the opportunity for total involvement.

The problem of internal communication appears to have been solved by the weekly newsletter, the weekly meeting, and the assumption of individual administrative duties by team personnel.

One of the problems that the subprojects appear to have in common is that of released time. It is essential that team members should frequently be released at the same time. Meetings before school, after school, and during the noon break are often interrupted by the pressure of classroom work and of supervision. Teachers who are overtired and under extreme pressure do not work well together and internal relations suffer. Continuity in the school program is lost if substitute teachers are hired. It is of extreme importance that teachers be relieved of some supervisory duties.

Difficulties also arose between the Saskatoon subprojects. This was probably a result of lack of communication. Regular meetings of leaders of subprojects could probably overcome these difficulties.

H. Ideal Organization for Curriculum Development

Team members, university students, and teachers involved in the study worked in harmony. Frank discussion of problems encountered by each person relieved tensions and curbed undercurrents of dissatisfaction. It was discovered that most disagreements were the result of misunderstandings rather than basic differences in philosophy. Final decisions on different points of view were based on consensus.

Weekly meetings have been valuable to inform teachers working on the subproject and to expand theoretical knowledge of curriculum development.

In the first year all members of the subproject were located in the same building. A decided advantage of this situation was incidental and spontaneous communication. The team established the habit of listening as well as speaking frankly about the study.

Based on the experiences of the past two years, we would make the following suggestions to persons attempting a similar study:

1. It is absolutely essential that all personnel working on the study be compatible.
2. It is important that the role of each individual involved be clearly defined.
3. Release time should be given to team personnel during the same periods of the day.
4. Preparation of material should be undertaken by more than one member of the team.
5. All subproject personnel should have a commitment to the study.
6. Formative evaluation should be employed at each stage of development.

CHAPTER II

DEVELOPMENT OF MATERIALS

A. Projected Plans for the Contents of the Educational Package

Team members have agreed that the educational package will contain the following items:

1. Five manuals for teacher use. A description of these manuals follows:
   (a) Manual I will outline the theoretical framework underlying the study. This manual will attempt to meet the recommendations suggested by Louise Tyler in her book, Recommendations for Curriculum and Instructional Materials.[1]
   (b) Manual II will describe the activities for the Identity Study. It will contain a brief summary of the theoretical framework and a description of phase I in which the student looks at himself and says, "Who am I?" then looks at the primary group and says, "Who are you?"
   (c) Manual III will be a description of the strategies used in the Senior Citizens' Study. It will contain a brief summary of the theoretical framework and then will outline activities for developing a study of Canadian traditions as seen through the eyes of senior citizens in the community.
   (d) Manual IV describes the Ethnic Study. It will contain a brief summary of the theoretical framework followed by a description of the activities to be used in developing a study of Canadian ethnic

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[1] Louise L. Tyler, Frances M. Klein, and William B. Michael, Recommendations for Curriculum and Instructional Materials, Los Angeles, Tyl Press, 1971.

groups.

(e) Manual V will be an Annotated Bibliography of Materials to be used in the development of a study of the Canadian identity.

2. The manuals will be accompanied by a Student Resource book containing such items as: the two simulation games, (the Wilson Retirement Plan and Family Mobility), the Student Analysis Questionnaire, the Tom and Agnes Questionnaires, the Cognitive Map, the Identity Chart, the Identity Construct, etc.

3. Filmstrips made from slides taken by students.

4. Student-developed cassette tapes.

5. A filmstrip and tape for teacher education.

B. Materials for the Educational Package Produced to Date

The following materials have been developed by the subproject personnel:

1. Two handbooks have been completed.

(a) A handbook containing both the Identity Study and the Senior Citizen Study. The strategies and materials for this handbook have been evaluated.

(b) Manual III, the Ethnic Study handbook, has been written.

(c) An annotated bibliography of materials for three ethnic groups has been produced.

2. Materials developed for the Student Resource Book include:

(a) Student Analysis Questionnaire

(b) Fictitious Student Description

(c) Two simulation games: "Wilson Retirement Plan" and "Family Mobility"

(d) Identity Chart

(e) Tom and Agnes Questionnaire

(f) Cognitive Map

(g) Identity Construct

(h) Master Copy for a Bibliography

(i) Student Log

3. Slides taken by students have been collected.

4. Student-developed tapes have been collected.

5. Slides for the filmstrip to be used for teacher education have been produced.

C. Plans for the Production of Materials (1972-73)

During the school year 1972-73 the subproject team proposes to develop the following materials for the educational package:

1. Handbooks will be produced, refined, and evaluated, as follows:

(a) Manual I, the Theoretical Framework, will be written and published.

(b) The original handbook that was developed in September, 1971, will be refined according to evaluations made to date and will form the base for two handbooks, the Identity Study and the Senior Citizen Study.

(c) Manual IV, the Ethnic Study, will be published and evaluated in the classroom.

(d) An Annotated Bibliography of Materials to be used in the development of the study of Canadian identity will be partially completed. This portion will be published.

2. Materials for the Student Resource Book will be collected, refined, published, and evaluated.

3. Student-produced slides will be evaluated and filmstrips may be produced.

4. Student-developed tapes will be evaluated and refined.

5. The filmstrip and tape for teacher education will be produced.

D. Description of Materials and Strategies

1. Achieving the Objectives of the Study

Materials and strategies developed by the subproject team are intended to meet the objectives outlined in the theoretical framework. Objectives have been developed in four major areas: concepts, values, inquiry, and skills.

When developing the theoretical framework, the team attempted to delineate the concepts that are basic to a study of identity, concepts that could be used in any identity study. They felt that these concepts should first be introduced to the student in a Canadian setting. Thus, he would appreciate the impact of his own society on the individual. Moreover, the activities in which he was involved would be relevant.

In the Identity Study, the first area to be examined, the student looks at himself, then at the primary group, that is, his parents, teachers, and peers. It is at this stage that the most basic concepts are introduced. When he undertakes the Senior Citizen Study and the Ethnic Study, the concepts are reviewed and refined. Each activity described in the handbooks is introduced by a statement of educational and behavioral objectives. Classroom teachers implementing the program are thus made aware of the concepts that may be developed.

The team has attempted to delineate values that are Canadian in nature and that are drawn from our traditional ideals. It is to be hoped that activities outlined in the handbooks will have an impact on the student's value system. When he interviews senior citizens, meets members

of Canadian ethnic groups, observes artifacts that illustrate Canadian tradition and the art forms of the subcultures in Canada, it is to be hoped the student will appreciate the changing and varied traditions of the Canadian culture. Through communication with other members of society, barriers may be overcome and an understanding of individuals may be developed.

Experience with the inquiry approach should help the student define social issues, select and implement appropriate research techniques, and interpret data. He should be able to propose solutions to social problems, solutions that recognize the dignity of the individual. Throughout the study, the community is used as a resource. The student first examines the identity of individuals in his immediate environment, then meets and interacts with people of the community. Using data gathered from interviews with these individuals and from museums, community centres, and places of worship in the immediate community, he develops appropriate concepts and values.

The student is introduced to or reviews skills necessary for study in the social sciences. He is encouraged to: formulate questions requiring open-ended responses, conduct interviews to obtain information, listen to others to gain information, select information from books, use data in a new context, record data, outline an area of study, develop skills in written and oral reporting, construct charts, maps, graphs, and time lines, produce slides and tapes relevant to the study, as well as participate in discussion and role playing.

Activities have been developed with a view to encouraging the student to think critically. Each activity in the handbooks has been

analysed according to the cognitive level of thinking required. In the educational objectives outlined at the beginning of each activity, teachers are made aware of the level of thought required.

2. Materials Produced

It is the intention of the team to produce a multi-media kit prepared by team members and by students in their classrooms. Such a kit would contain a wide variety of ideas and resource materials from which a teacher in another locale could select to carry out a similar study. These materials could be used for a comparison study in any part of Canada. Students and teachers may use samples from the kit to evaluate their own products. A description of Manuals for the kit may be found on pages nineteen and twenty.

The following materials have been developed for student use:

1. Student-Analysis Questionnaire

This project-prepared questionnaire is designed to help the child gain the concept of identity by examining himself and his world. The student answers questions related to his status in the family and in society, to his family relationships, to his personal attributes, and to his values.

2. Fictitious Student Description

Two descriptions of fictitious students, one describing a boy at the Year Five level, and the other a girl at the Year Eight level, are sources of material from which concepts of identity may be developed. The Fictitious Student Description is complimentary to the Student Analysis Questionnaire.

3. Two simulation games: the "Wilson Retirement Plan" and "Family Mobility"

These simulation games are an attempt to develop activities based on crucial decisions to be made by people facing a crisis when they retire or move to a new location. Student involvement is attained by creating a group situation in which students disagree about the choices to be made in the relocation of residence. The main objective is to give students an opportunity to see that individuals may be faced with a number of alternatives and must make decisions.

4. Identity Chart (see Appendix B).
5. Tom and Agnes Questionnaire (See Appendix C).
6. Identity Construct and Sample (See Appendix D).
7. Student Log

This is a log that the student may use to record the progress made in individual or small group research when studying a Canadian ethnic group. The log contains a description of the steps to follow for an independent study.

3. Strategies Developed

The processes and materials developed employ the inquiry approach using the community as a resource. Students will conduct interviews and analyse them. They will visit museums to discover changes in technology, family structure, and occupations of Canadians. They will listen to guest speakers from ethnic groups and visit community centres, and places of worship to discover the art forms, contributions to Canadian society, value systems, etc. of a Canadian ethnic group. Historical documents will be examined and pertinent information in books, pamphlets, and magazine articles will be researched.

E. Transferability

Urban communities have certain characteristics in common and the study of some aspects of urbanization is applicable to all of these centres. The study of identity, in particular, is adaptable in any urban setting.

This study is being developed in such a way that it will be useful in any location in Canada. The Identity Study in which the student becomes aware of his self-image and learns more of his parents, teachers, and peer group, particularly lends itself for use in any area in Canada. The Senior Citizen Study and the Ethnic Study are intended for use in the local setting. Classes will study the identity of senior citizens in their own community. Cultural studies of the identity of individuals in the Negro community may be made in Halifax. In Montreal students may learn about the French Canadian, Italian, or English Canadian ethnic groups. Students in Winnipeg may study the Jewish or Ukrainian subcultures.

A comparative study may be made using the materials in the package between the identity of Canadians in one location and the identity of Canadians in another. For example, students in Lunenberg, studying their senior citizens, can see factors which affected the development of the identity of senior citizens of that area. Their findings may be compared with the factors that have affected senior citizens in Western Canada.

It is possible that any teacher using the processes outlined in the handbooks may follow closely the original pattern developed by the authors. However, if the handbooks are followed too closely, innovation is lost. Teachers are encouraged to be creative and not to follow the handbooks too rigidly.

In summary, classrooms employing these materials would be involved

in activities requiring research, analysis, and interpretation of data similar to that of the original study. Teachers using the strategies and materials might conduct parallel studies. The difference would be locale, theme, and content. The outcomes should be similar to those experienced by individuals participating in the development of the original materials.

CHAPTER III

EVALUATION

A. Formative Evaluation: The Original Plan

Since the inception of the study, the team has been concerned about evaluation. Subject specialists in the social sciences criticized the theory and the assumptions that were derived from the disciplines, and that formed the base of the study. Modifications were made accordingly. The educational theory, forming the framework of the subproject, was developed under the close scrutiny of educators at the College of Education, the Saskatchewan Teachers' Federation, the Board of Trustees of Project Canada West, and others. Materials and processes developed in the first year were used and evaluated by teachers in eight classrooms. Two graduate students acted as outside evaluators.

The personnel of the subproject then felt that they had arrived at the point where a more precise plan of evaluation should be drawn up for experimental users, that is, the teachers who will try out the program during its developmental stage and help to improve it.

The role of team members as evaluators was first clearly defined. It was suggested in the original plan that:

1. The program and material developers would continue to act as trainers to potential users as well as data gatherers and processors. They would also compile, revise, and where necessary, rewrite contributions from the users in the form of behavioral objectives. Related items for test purposes would be refined and would be included in the program.
2. When materials are initially introduced in the classroom the program will be monitored. Monitors would be either the subproject personnel or graduate university students in curriculum studies under the supervision of

the consultant from the College of Education.

3. Experimental users would meet with program directors to discuss the selection of activities and behavioral objectives. It would be made abundantly clear to users that the program was not intended to be prescriptive. Each teacher would be left free to select activities suitable to his class, community, and to individual students. Users would be informed that before they undertook the program, a period of training was necessary. They would be made aware of the possibility that classroom activities might be monitored. Users at all stages would be encouraged to contribute behavioral objectives, related items for test purposes, and suggestions with regard to activities.

The original handbook would include a statement of behavioral objectives for each activity. Following each behavioral objective the users would be asked to:

(a) set their own minimal level of achievement for their classes

(b) set their own criterion of performance for each individual

(c) modify the minimal level and criterion of performance according to the achievement of their class

(d) state any unintended outcomes that emerge

(e) if a behavioral objective was totally rejected, state the reason.

It was intended that team leaders use the minimal level and the criterion of performance data to arrive at reasonable standards for inclusion in the program.

Let us take behavioral objective number 17 as an example: "Given an historical document from the Jackdaw, 'The Great Depression', _____ percent of the class will write a letter _____ page(s) in

length, to the editor of the local newspaper protesting a single incident depicted in the Jackdaw."

The user might expect fifty percent of the class to write a two-page essay but discover that twenty-seven out of thirty students achieved this objective. The data would be reported in the manual to the team leaders who would use it with similar data to arrive at possible standards.

Users would also be asked to contribute behavioral objectives, activities, and test items. Manuals would be returned to program developers at the end of the study. Data would be analysed, suggestions would be considered, then the program would be modified accordingly. Users would be asked to complete a form that would reveal the class make-up according to age, sex, intellectual level, and socio-economic level.

B. Evaluation Pursued During the 1971-72 School Year

A handbook was prepared by the team leaders to aid experimental users in the classrooms.

Experimental users of this manual included six teachers who completed or will complete the study before the end of the year.

The roles played by various team members were as follows:

1. The team leaders of the subproject produced the manual. They acted as trainers for experimental users. Monitors were not used in the classrooms. The subproject leaders acted as data gatherers and processors.
2. Experimental users had weekly meetings to discuss new activities and problems that they encountered while using the materials. They have not only evaluated the materials used in the manual but have also made suggestions for new activities that would be useful in developing the

subproject. They have included in their corrected manuals a brief summary description of the success or failure of each activity as well as notes to aid in the rewriting of the manual. These notes amend the description of activities to make them more specific and describe further activities not envisioned by the subproject leaders.

Experimental users have made the following requests with regard to the revised manual:

1. In the original manual to evaluate activities outlined, the following questions were asked about each behavioral objective:
   (a) Did you use this behavioral objective? Yes No
   (b) How many students in your class succeeded in meeting the minimal level of achievement outlined in the objective? _____
   (c) How many students did not succeed in meeting this objective? _____
   (d) Comments _____

   Experimental users felt that questions (b) and (c) were too difficult to ascertain. They asked that these questions be amended in the revised manual in the following form:

   (b) Did the majority of the students in your class meet the minimal level of achievement outlined in the behavioral objective? Yes No

   The leaders of the subproject took note of this problem and developed the handbook for the Ethnic Study accordingly.
2. Experimental users have requested that manuals be more specific in describing activities.
3. Users have requested help in evaluating student work to provide more definite guidelines for reporting to parents.

A further attempt at evaluation was carried out employing two questionnaires, one for teachers and one for students. The questionnaires

were designed to be used at the beginning and end of each study. These questionnaires designed by the subproject leaders attempted to discover:

1. Students
   (a) favorite subject
   (b) topics taken to date in social studies
   (c) the nature of activities undertaken to date in social studies
2. Teachers
   (a) training
   (b) experience
   (c) University majors
   (d) interest in the subject area
   (e) interest in social studies topics
   (f) activities undertaken in social studies
   (g) attitude to curriculum development
   (h) composition of the class (age, sex, intellectual level, etc.)

C. Projected Plans for Evaluation: 1972-73

The following plans have been made for formative evaluation for the 1972-73 year:

1. To meet the requests of teachers, only one activity should be outlined on each page of the manual (See Appendix A). This page will contain:
   (a) The title of the activity (catalogued and coded)
   (b) A statement of the educational objective(s)
   (c) A statement of behavioral objective(s)
   (d) A precise description of the activity
   (e) The following questions for evaluation:
      (i) Did you use this activity? Yes No

(ii) Did the majority of the students in your class meet the minimal level of achievement outlined in the behavioral objective?

Yes No

(iii) Comments:

2. Team leaders will continue to act as trainers as well as data gatherers and processors.
3. Classroom teachers will continue to be experimental users. Regular meetings will be held to discuss new activities and problems encountered. Teachers will be expected to suggest new activities as well as give a brief summary description of the success or failure of each activity. Notes will be made in the manuals which will be returned to the team leaders at the end of the study.
4. A test item pool will be developed. Team members will develop techniques for the evaluation of student progress to provide more definite guidelines for reporting to parents.
5. Questionnaires, administered to students and teachers before and following the study, will be refined. Three questionnaires, one for the Identity Study, one for the Senior Citizen Study, and one for the Ethnic Study, will be produced. Dr. R. Carswell has promised to give us help in this area.
6. The team has not as yet made definite plans with regard to monitoring the program.

CHAPTER IV

THE ROLE OF SUPPORTING AGENCIES

A. The Canada Studies Foundation

The Canada Studies Foundation is both the founding body, and the source of finances for Project Canada West. The broad guidelines set down by this organization have formed a base for the philosophy of Project Canada West and the Brunskill subproject. These guidelines are concerned with:

1. the needs of Canadian students. Its primary objective would appear to be "to help our young people, through improved work in Canadian studies, to live in this country."[1]
2. the needs of Canadian society. In its handbook, The Canada Studies Foundation states one of its objectives to be "to develop programs that are based not only on the needs of the individual students and on sound pedagogy but also on the needs of present-day Canadian society."[2]
3. the teacher as curriculum developer. The handbook states that an objective of the organization is to "develop programs that involve the classroom teacher at every stage of planning and implementation."[3]
4. "co-operation between people at different levels and fields of education and between various regions and provinces."[4]
5. fostering new strategies for teaching Canadian Studies. It states that it will "direct its resources exclusively to improving the study of Canada in

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[1]Canada Studies Foundation Agenda, Criteria for Judging Projects and Project Proposals, May 3-5, 1971, p.1.

[2]The Canada Studies Foundation, (no other data provided within the handbook), pp. 3-4.

[3]Ibid.

[4]Ibid.

the elementary and especially in the secondary schools of all provinces."[1]

To achieve these goals it is determined "to raise funds, invest or apply the same in furtherance of its objectives."[2] The Canada Studies Foundation sponsors and finances Project Canada West which in turn sponsors and finances the Brunskill subproject.

Through the Canada Studies Foundation it has been possible for team members of the Brunskill subproject to meet and interact with educators from other parts of Canada. They have also made contacts with the Council of Ministers, Education Canada.

B. Project Canada West and the Other Subproject Teams

Project Canada West was responsible for the initiation of fourteen subprojects, one of which was the Brunskill subproject. Project Canada West has developed guidelines parallel to those of the Canada Studies Foundation. It has illustrated its faith in teachers by involving them in curriculum development. Finances for the Brunskill subproject have been acquired directly from this source. The executive director has been extremely supportive, constantly encouraging members of the team. Consultation with him has aided subproject leaders in decision-making. He has made suggestions for the acquisition of materials, frequently making them available. His leadership and knowledge of the latest theory of curriculum development have been an inspiration.

Project Canada West has taken responsibility for the professional development of social science teachers. Through this organization contacts were first made with the supporting agencies of the subproject. Through

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[1]The Canada Studies Foundation, (no other data provided within the handbook), pp. 3-4.

[2]Ibid.

Project Canada West, subproject members have been in contact with educators at different levels and from the various regions and provinces of Canada.

Members of other subproject teams have been most co-operative. Their ideas have offered inspiration to members of the Brunskill team. The social contacts have been pleasant and have resulted in a sharing of Canadian problems in education. Difficulties in curriculum development, faced by members of the Brunskill subproject, have been discussed openly and suggestions have been made to aid the team in decision-making.

Experiences gained through Project Canada West have been valuable for generating innovations in the daily work of the teacher of the social sciences. The special relationship between the Brunskill and the Powell River subprojects has been particularly rewarding.

C. The Department of Education

Although Project Canada West and the Brunskill consultants, as well as members of the team, have contacted the Department of Education, it has made no major contribution to the subproject.

D. The Saskatchewan Teachers' Federation

In the early stages the Saskatchewan Teachers' Federation acted as an initiator of the subproject. It has undertaken a liaison role between the other Saskatchewan teams, as well as Project Canada West, and the Brunskill subproject. The team has received both encouragement and an opportunity to discuss problems with the Saskatchewan Teachers' Federation consultant. Help has been given in locating materials for research. The Saskatchewan Teachers' Federation has supported the subproject financially by paying for travel to conferences and by publishing materials. An effort has been made to help members of the subproject meet with and explain to other teachers in

the province the objectives of the subproject and of Project Canada West. The Saskatchewan Teachers' Federation consultant has provided leadership in many areas.

E. The College of Education, University of Saskatchewan

The consultant from the University of Saskatchewan was involved in the initiation of the subproject. The contact of the university personnel, with modern educational theory and practices, has aided team members in the development of curriculum materials. The university consultant has offered the subproject team encouragement and advice. Both the lending library at the University and that of the consultant from the College of Education have been placed at the disposal of team members. Opportunity has been made for subproject members to meet teachers in training. In all, seven university students have been made available to the subproject to aid in the development of curriculum materials. As well as the consultant from the College of Education, a Ph.D. student from the University was made available during the first year of development. He attended weekly meetings, and offered advice and help to the team. The University consultant has acted in a liaison capacity between Project Canada West, other Saskatchewan teams, and the Brunskill subproject. The leadership offered by the College has been extremely helpful throughout the development of the subproject. The College of Education has provided facilities, materials, and services for the team.

F. The Board of Education, Saskatoon Public Schools

The Board of Education, Saskatoon Public Schools, has offered encouragement and has sustained its interest in the development of the subproject from its inception. It has made available facilities, services, and materials at Brunskill School. The Board has encouraged the team to become

involved in the professional development of teachers throughout the school system. Financially, it has provided a half-time teacher for the team.

G. The Administrators of Saskatoon Public Schools

The administrative staff of the Saskatoon Public Schools has encouraged and expressed interest in the subproject. School administrators have provided opportunity for team members to meet with principals and teachers to explain the subproject. Arrangements have been made for released time of subproject personnel.

H. Staff Members in Brunskill and Other City Schools

Members of Brunskill staff and other city staffs have offered encouragement and support to the team. A number of staff members have sacrificed valuable time so that the team might complete its work.

CHAPTER V

BEHAVIORAL MODIFICATIONS OF TEACHERS IN THE CLASSROOM

The team members of the subproject have probably benefited the most in terms of innovation in daily classroom work. Many areas have been researched in educational theory and practice. The endless number of suggestions offered by consultants, books, other team members, members of other subprojects, university students, etc. has had a decided impact on the individual members of the team and on the processes used in their classrooms.

The team has made an effort to contact educators at all levels. Materials produced both by the team and by students have been displayed and discussed. The process, pursued by the team in curriculum development, has been described to numerous groups. A filmstrip and tape for teacher education is in the final stages of development.

Experimental users, implementing the program in their classrooms, have had an opportunity to develop new processes. The lines of communication that have been opened between these teachers and the team have been productive for both groups. Experience in curriculum development, the evaluation of materials, and suggestions for new activities have resulted in innovation.

The team has displayed and discussed its materials with a number of students attending education classes at the university. University students involved with the development of materials for the team may be influenced by this experience.

The Canada Studies Foundation and Project Canada West have displayed faith in teachers' ability to develop curriculum materials. Administrators observing this may also encourage teachers to participate in a study of this nature. Teachers undertaking this study have contributed extra effort and time. If these teachers are successful, administrators who resisted this approach to curriculum development will

surely encourage members of their staffs to become involved. They may give the teacher an opportunity to become more creative in the classroom situation.

CHAPTER VI

BUDGET

The cost of the Brunskill subproject to date has been six thousand, two hundred dollars ($6,200). The costs have been divided approximately as follows:

	Item	Percentage Cost
1.	released time	56½%
2.	books, audio-visual aids	19½%
3.	conferences, workshops	5½%
4.	consultants	2½%
5.	secretarial help	2½%
6.	field trips	5½%
7.	in-service	4 %
8.	team expenses	4 %

As a result of the program the schools involved have received the following benefits:

1. The cost, or a portion of the cost, of eight field trips has been paid.
2. Printed materials including books have been made available to students.
3. Audio-visual materials have been used by teachers and students.
4. Teachers have received in-service training in
   (a) curriculum development
   (b) new techniques for teaching the social sciences
5. Through the work of the released time teacher in Brunskill the following services have been made available to the school:
   (a) a special program in reading to a number of Year Seven and Eight boys with problems in the language arts.
   (b) special physical education and music programs for the senior grades.

(c) an extra person to work on supervision and duties in physical education.

Other teachers in the Saskatoon school system, through informal contacts and meetings, have also been able to take advantage of in-service training.

APPENDIX A

IDENTITY CONSTRUCT

Activity SS4

Educational Objectives:

The purposes of this activity are:

1. to develop a concept of culture
2. to assist the student in recognizing the relationship between identity and culture
3. to develop the skill of analysing and synthesizing data
4. to assist the student in making a construct

Behavioral Objective:

With the aid of the Identity Construct in Appendix D the student will state aspects of culture, enter them in the chart, then match them with related components of personality. Each student should be able to name one aspect of culture.

Activity:

The teacher will give each student a copy of the Identity Construct. With the class as a whole, he will arrive at aspects of culture. These will be entered into the construct. The class will then be divided up into small groups and will join the aspects of culture to the components of personality. The whole class will then discuss ways that culture affects identity.

Evaluation:

(a) Did you use this activity? Yes No

(b) Did the majority of the students in your class meet the minimal level of achievement outlined in the behavioral objective? Yes No

(c) Comment:

PERSONALITY AND CULTURE - IDENTITY CHART

Name of Individual	Physical	Emotional	Intellectual	Spiritual	Aesthetic	Social	Moral

APPENDIX B

APPENDIX C

TOM QUESTIONNAIRE

1. Tom is twelve years old. He has begun to worry about his physical development. What do you think might be bothering Tom? _____

_____

_____

_____

Which one of these problems might you worry the most about? _____

_____

2. In Tom's relationship with others, which people would be most important? Name three in order of importance. _____

_____

_____

What problems might Tom encounter in his social relationships with these individuals? _____

_____

_____

In your opinion which of these problems would be most serious? _____

_____

3. Tom saw one of his teammates cheat in softball. What should Tom do? _____

_____

_____

4. Next Monday is a holiday. What do you think Tom might do with his spare time? Name six activities. _____

_____

_____

Which of these things would you choose? _____

_____

5. Tom suddenly finds himself with many feelings with which he has to contend. What might these feelings be? _____

_____

_____

What feelings do you think would worry Tom the most? _____

_____

_____

6. Tom attends church every Sunday with his parents. How do you think he feels about this? _____

_____

_____

AGNES QUESTIONNAIRE

1. Agnes is twelve years old. She has begun to worry about her physical development.

   What do you think might be bothering Agnes? _____

   _____

   _____

   _____

   Which one of these problems might you worry the most about? _____

   _____

2. In Agnes' relationships with others, which people would be most important?

   Name three in order of importance. _____

   _____

   _____

   What problems might Agnes encounter in her social relationships with these individuals? _____

   _____

   _____

   In your opinion which of these problems would be most serious? _____

   _____

3. Agnes saw one of her teammates cheat in basketball. What should Agnes do?

   _____

   _____

4. Next Monday is a holiday. What do think Agnes might do with her spare time?

   Name six activities. _____

   _____

   _____

Which of these things would you choose? _____

_____

5. Agnes suddenly finds herself with many feelings with which she has to contend. What might these feelings be? _____

_____

_____

What feelings do you think would worry Agnes the most? _____

_____

_____

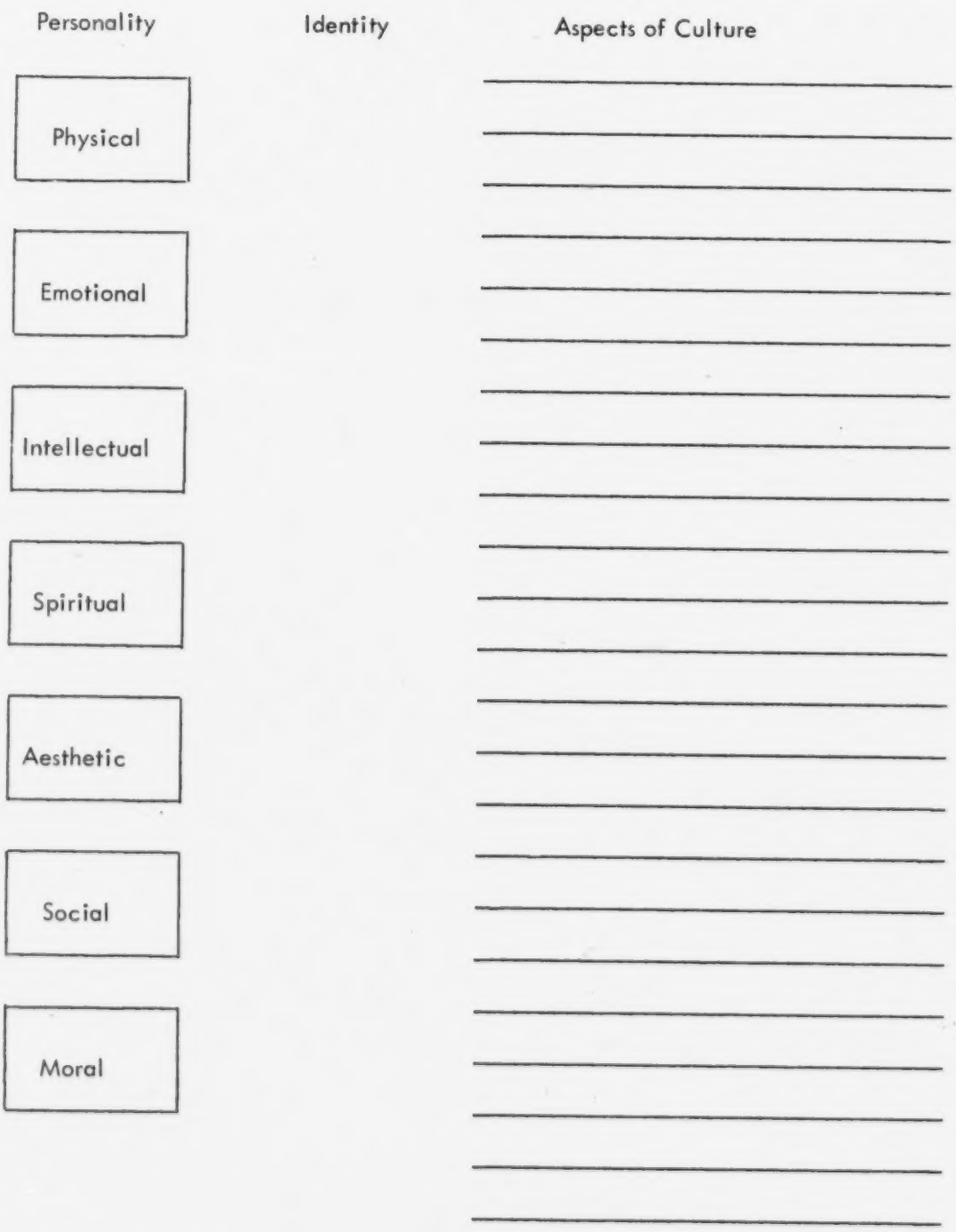
6. Agnes attends church every Sunday with her parents. How do you think Agnes feels about this? _____

_____

_____

APPENDIX D

IDENTITY CONSTRUCT AND EXAMPLE



This example of an identity construct was developed by a year seven class in Brunskill School during their study of the French Canadian ethnic group.